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ABSTRACT

A longitudinal study conducted since 1965 in Sweden has investigated the role of higher education in the life situation of the individual adult. Study objectives have been to: chart the actual educational and vocational decisions made by young people; study the expectations of the individual concerning education and working life; identify psychological, social, and economic factors influencing higher education study and life choices; analyze the changes undergone by individuals as a result of higher education (attitudes and values); relate the individual's perception of higher education study to various aspects of his life history; and develop a theoretical base comprising models and methods useful in integrating various approaches. A psychological cost-benefit analytical model was developed to describe the decisionmaking process at the individual level and to predict choices of postsecondary activity. Literature reviews were conducted in the fields of psychology, pedagogics, sociology, and economics. Results of followup studies of pupils who left elementary school with no intention of adding to their education and additional studies of upper-secondary-school student experiences and perceptions are summarized. In 1990 the members of the study will be about 25 years old and will have completed their initial education and become established in the labor market. (SW)

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IN PROGRESS AT

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INTRODUCTION

Traditional behavioural research on the subject of higher education has previously been mainly composed of extensive analyses in which one or more aspects of higher education (e g type of education, flow times) have been viewed in relation to external criteria from the terminal classes of youth education (e g marks or lines of study) or to relatively simple individual or background data (the general ability of the individual, social class identity etc) using methods of regression analysis.

It has become possible to predict success in further studies and education, and this in turn has made it possible to select the students best able to cope with a certain form of education and to place a student according to what are considered to be his or her best aptitudes. This type of research is justifiable in a school whose aim is to provide society with skilled labour as efficiently as possible. The same type

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of research has a more theoretical task, namely to indicate the factors governing educational and occupational choice. This problem remains pertinent even when a new perspective is adopted. It is now an important line of investigation, not in order to be able to predict, select or possibly place students but in order to be able to take measures at lower educational levels with a view to transforming the conditions attaching to the attainment of certain study objectives by socially handicapped groups, for example.

In a complicated education system, it is also important for research to serve a descriptive purpose. It should chart people's career routes, their motives, plans and expectations concerning the future, and their expectations concerning particular forms of education. Information of this kind is valuable for purposes of educational planning, but it should also be capable of highlighting development trends and thus relatively promptly indicating unanticipated effects of changes, so that authorities with sufficient alertness will be able to respond accordingly in framing their action programmes.

New aims defined for school work, attaching greater importance to the personal development of the individual, have created new assignments for research. The central objectives today are matched by the question concerning the influence of different forms of education on different aspects of individual development.

The development of the individual is characterized by a process of interaction between environmental factors and factors within himself - factors influencing him in situations of choice - and the experience he gains as a result of the choices made. Similarly, research should take into account the factors influencing choices (the conventional point of inquiry) and also the way in which choices influence the individual development process.

A wide variety of problems are being studied and new types of methods tried out in current behavioural and interdisciplinary research concerning higher education. Some of these current lines of investigation are as follows.

- The productive function of the education system. The screening hypothesis versus the education hypothesis (see Chiswick 1973, Ståhl 1974).

- Questions of educational economics from the viewpoints of the individual and society (e g Blaug 1970, Sewell & Hauser 1975, Solmon & Taubman 1973, Ståhl 1974).

- The effects of higher education on the personality, attitudes and values of the educated (e g Ellison & Simon 1973).

- Lifelong recurrent education (e g OECD report 1973).

- Drop-outs (e g Attehag & Svanfeldt 1971, Elgqvist-Saltzman 1972), educational impediments (Almqvist, Linde & Waldenström 1973), student flows (Elgqvist-Saltzman 1973).

- Mobility and adjustment in the labour market among persons with prolonged education (Grahm, Sjöstrand & Wingård 1971, Rydh & Österberg 1971).

- The organization and working methods of higher education (e g UHÄ report 1977:20).

- Case studies of individual routes through the education system (e g Cottle 1973).

The present project is a continuation of the Örebro project and makes use of the information accumulated from the investigations conducted as part of that project since 1965 (Magnusson, Dunér & Zetterblom 1975). Two complete generations in Örebro have been followed right through the school system.

The main group, which has been studied on many different occasions, was investigated for the first time in grade 3 of elementary school, while parts of the same group were last investigated in grade 3 of upper secondary school, partly with reference to educational and vocational decisions. The pilot group, which has also been studied on several different occasions, was first investigated in grade 6 of elementary school and has been followed up ever since the spring of 1971 within the framework of the present project.

On account of the following characteristics, the project would seem to be particularly well placed to elucidate the above mentioned problem areas within higher education.

1 It is a longitudinal project, and since it can also be linked up with the Örebro project, data from recurrent occasions between the ages of 10 and 25 will be available for each individual.

2 Total groups of persons - complete generations, in other words - are being investigated. Among other things this makes it possible to compare individuals who have left the school system at different levels, ranging from grade 9 of elementary school to higher education inclusive.

3 The information which is available makes it possible to describe the individual and his life situation with particular emphasis on psychological aspects but also with reference to social and economic factors.

PURPOSE

The overriding purpose of the project is to study the role of higher education in the life situation of the individual adult.

Special emphasis is laid on the importance of various factors in the individual and society, among them the education system, in determining the individual person's choice of higher education and in determining the effects of that education on the life situation of the individual and his perception of the world around him.

This problem area can be viewed with the frame of reference constituted by the longitudinal process of individual educational and vocational choice, and it embraces many problems referring both to the individual and to higher education.

Summing up, the purpose of the project includes the following.

- To chart the actual educational and vocational decisions made by the groups of young persons under consideration.
- To study the expectations of the individual concerning education and working life, his subsequent experience of the same, and the congruence of expectations and experience.
- To identify steering mechanisms (both psychological, social and economic) in higher education.
- To analyse the changes undergone by the individual as a result of higher education, for example concerning such psychological aspects as attitudes, life values and occupational values.
- To relate the individual person's perception of higher studies to various aspects of his previous life story.
- To develop for this type of research a theoretical base comprising models and methods which can be used to integrate various approaches.

ACTIVITIES PURSUED - STUDIES OF LITERATURE

One essential task is to follow and integrate research in this field which is relevant to the problems selected. Since the problems are often interdisciplinary, the literature consulted has covered psychology, pedagogics, sociology and economics, e g

a) the process of educational and vocational choice - theoretical models and empirical findings,

b) theories and approaches concerning the economics of education, especially regarding human capital input,

c) cost-benefit analyses as a method of studying educational investments,

d) approaches relating to the theory of decision-making and applicable to problems concerning educational and vocational choice,

e) microsociological contributions to educational and vocational research.

Some of this literature has been presented and discussed in the theoretical background section of Ekehammar (1976).

ACTIVITIES PURSUED - DEVELOPMENT OF THEORETICAL MODELS

The studies are employing the model of the educational and vocational decision process developed in the Örebro project (see Dunér 1972, 1978). The present project has also included efforts, in the light of the literature studies mentioned above and on the basis of micro-economic theory, to develop and apply a psychological cost-benefit analytical model to describe the decision-making process at individual level and among other things predict choices of post-secondary activity. This work has commenced using the same purely economic cost-benefit analysis as is traditionally employed in connection with investment decisions. With the aid of a critique of this model, a psychological and economic alternative has been developed, based on the individual person's perception and anticipation of costs and benefits in connection with his or her choice of education and occupation. Finally, a purely psychological cost-benefit model has been devised in which the cost side includes various kinds of psychological sacrifice and the benefit side includes psychological rewards of various kinds connected with the choice of education and occupation. This model development phase is described and discussed in Ekehammar (1976).

Charting actual educational decisions

One important aim of the reforms introduced in the school sector has been to remove the difficulties connected with changes of educational direction after a person has chosen and embarked on a career programme. The desire has been to make the school system reversible. An exploration of the project group with regard to the career routes chosen and the frequency with which its members have changed routes on their way through youth education is interesting per se and also provides important basic information which can be used in following up the pupils' educational decisions as far as the point where they choose occupations.

Career lines of elementary and upper secondary school have been charted by Lindroth (1975), who found among other things that 66 per cent of elementary school pupils and 94 per cent of upper secondary school students kept to the career programme they had originally chosen. There was greater mobility in upper secondary school, but relatively few of the pupils who changed - 6 per cent, in fact - went to a more theoretical level than before. A larger proportion - 22 per cent - changed to theoretically less advanced lines of elementary school. Understandably enough, things are different in upper secondary school, where for example there are great difficulties involved in changing to a two-year vocational course after some time in a three-year line. Only 1 per cent had made this kind of change, while 5 per cent had changed to a more theoretical line.

Altogether 67 per cent of the pupils went straight on to upper secondary school. The greater proportion (85 per cent) went on from a theoretical line in grade 9 (9 g) and the majority of these pupils (70 per cent) proceeded to a three-year line of upper secondary school. Almost half the group of pupils from "semi-theoretical" lines of elementary school went on to upper secondary school, and one in four of these pupils went on to a two-year theoretical line while the remainder followed vocational lines. Sixty per cent of the pupils who were mobile during their elementary school career went on to upper secondary school. Lindroth also presents differences between the groups in various career routes in terms of sex, socio-economic conditions, family relations, intelligence, study achievement and satisfaction.

Wändahl's study (1975) of educational and vocational decisions in the three and four-year lines of upper secondary school also deals with actual choices during upper secondary school. An investigation was also made of the choices which the students thought they had made at the end of their upper secondary schooling concerning education and occupations. The greater majority of students from three and four-year lines intended to continue their education after leaving upper secondary school. Compared with the pilot group, which left in 1971, they opted to a far less extent for studies at liberal arts faculties. Instead they tended to prefer more vocational studies. This change is probably a result of the deterioration in the labour market for graduates.

As in 1971, boys mostly opted for technical occupations and girls for nursing and teaching professions. Another difference was that the boys had a higher level of aspiration. Clearly the students have not been influenced by the debate in recent years concerning the desirability of breaking down more conventional sexually based patterns of vocational choice, nor by the measures taken in this direction.

The above mentioned studies related to the main group. The actual choices made by this group and the extent to which those choices agree with the plans reported by Wändahl can be reported after a follow-up during adulthood which will be undertaken in about 1980. The progress made by students after leaving upper secondary school has been investigated with reference to the pilot group and parts of the same.

Follow-up studies on the pilot group

Ekehammar, Hök and Sjöström (1976) followed up the pupils who left elementary school with no intention of adding to their education. It was found that seven years after leaving school, one-third of this group had actually received some form of schooling while half had also attended courses or short-term training. Mobility between occupational sectors had been relatively limited.

The students completing three years of upper secondary schooling were followed up two years after leaving school by Bergman, Berggren, Dunér and Magnusson (1973) and by Ekehammar, Brumark, Dunér and Hök (1977) four years after leaving upper secondary school.

The following are some of the findings obtained in the latter questionnaire survey.

1 Barely half the boys and about a quarter of the girls had pursued and completed studies after leaving upper secondary school.

2 About one-fifth of the group had studied after leaving upper secondary school and were still doing so.

3 About a quarter of the boys and one-sixth of the girls had not studied after leaving upper secondary school and had no plans for doing so.

4 The boys opted for courses of education at a superior theoretical level to those chosen by the girls.

5 More than half the members of the group were employed and not studying at the time of the survey.

6 Only a quarter of those employed had jobs requiring educational qualifications corresponding to theoretical upper secondary school studies or a higher level.

Bergman and Dunér (1975 a) made a special study of the members of the upper secondary school group who had the highest ability level according to intelligence tests. Groups of young persons with high verbal, high non-verbal and high divergent ability respectively were selected according to tests administered in grade 3 of upper secondary school. A group having high average marks was also selected. Two years later these young persons were asked to complete a postal questionnaire concerning present occupations and plans for the future. As was expected, the proportion choosing to go on studying was larger in the high ability group than in the total group. Added to this, the members of the high ability group aimed for longer and more advanced courses of education. Yet less than half of the girls in the top ability group intended to take a course of education leading to a degree. Nearly all the top ability boys whose parents had received advanced theoretical education intended to go in for careers normally requiring at least four years' academic studies. Only a minority of the other top ability boys had similar ambitions.

Plans for the future, expectations and interest in further education

In a questionnaire on educational and vocational choice which was administered to the terminal classes of upper secondary school - grades 3 and 4 - in the main project group, material was collected concerning the actual situation of choice, the students' knowledge of the education system, their educational and vocational plans, and their evaluations of different occupations. Analysing this material, Wändahl (1975) found that these upper secondary students encountered striking problems in connection with their educational and vocational decisions. Although they would soon be leaving school, about half of them were uncertain about their vocational future. Why did upper secondary students decide on higher studies? They had no great hopes of improving their economic standards by this means. On the other hand they hoped to obtain jobs which would be more rewarding in other respects. They emphasized such internal rewards as self-realization and the chance of doing something worthwhile, rather than the external rewards. This means that they saw work more as an end in itself than as a means of attaining a high standard of consumption.

Bergman et al (1973), who presented a questionnaire study of the upper secondary students in the pilot group two years after they had left school, found that the majority of them (76 per cent) planned to continue their education in the autumn of 1973. Half of those who were employed intended to go on working in the autumn of 1973, and 19 per cent intended to begin studying. Forty per cent of the boys who were studying, but only 11 per cent of the girls, intended to embark on at least four years' degree studies. The majority (69 per cent) of the boys who were not studying intended to embark on a course of education within the next three years, half of them at university or college. The majority of the girls (72 per cent) also intended embarking on a course of education, but only 16 per cent of them planned to study at university or college. The majority (75 per cent) believed that they had a good or fairly good chance of obtaining work (keeping their jobs) within the vocational sector of their choice. The overwhelming majority (94 per cent) aimed at an ultimate educational sector which was the same as their present educational sector.

Young persons aiming at different types of terminal education and different vocational sectors made very different assessments of their prospects of obtaining work/keeping their jobs within the vocational sector of their choice. The young persons rating their

chances highest were those aiming at terminal education within non-traditional higher education and the nursing and welfare sector, together with those aiming at a terminal occupational sector in medicine and health services. It should be noted, however, that many young persons declined to answer the question concerning their ultimate vocational intentions.

When the same group replied to another questionnaire four years after leaving school, more than one-fifth of all respondents were planning to embark on some form of education during the next few years (Ekehammar et al 1977). About half of these respondents had not pursued any studies since leaving upper secondary school. As regards future occupations, the boys aimed at jobs at a higher educational level than the girls. More than twice as many boys as girls aimed at jobs requiring long-term academic education. The reverse applied concerning occupations requiring only continuation school qualifications.

One in ten believed that he (or she) had little or rather little chance of obtaining work or retaining his job in the occupational sphere he was aiming at. The majority thought that they had good chances of doing so. More than half the respondents (59 per cent) also believed that they would be able extensively to shape their own future.

A survey (Ekehammar et al 1976) of the pupils not intending to go on with their education after elementary school included among other things questions concerning intended studies, vocational plans and expectations regarding the future. Almost one-third of the group planned to study during the immediate future, and there was an astonishingly high level of interest in higher education at university or college level. Almost two-thirds of the group felt able to shape and influence their own future to a great extent. Thus seven years after leaving elementary school, this group displayed an unexpectedly high level of educational activity and great educational interest. This interest was studied more closely by Nõk and Ekehammar (1978), who concentrated particularly on the group professing interest in higher studies.

Experience of school and education

Experience of school and subsequent educational situations is an important factor in educational and vocational decision-making. An analysis of a questionnaire study of students in the main project group in the terminal grades of two and three-year upper secondary school (Jamrén 1975) provides an important point of departure for the longitudinal post-secondary surveys. Some of the questions concerned satisfaction with upper secondary school, the meaningfulness of school

work, work input and work load, attitudes to teachers, attitudes to marks, the respondents' assessments of their own study aptitudes, co-determination at school and elsewhere, general satisfaction and anticipations concerning the future. Here are some of the findings.

Girls in both grade 2 and grade 3 tended more often than their male classmates to find schoolwork hard going, they tended more often to work very hard just before an examination and they tended more often to exert themselves in order to do as well as possible. These girls also tended more often to state that they felt disconsolate regarding the future and that they suffered from psychosomatic symptoms. And yet the girls in grade 2 tended more often than the boys to have enjoyed their school career and, in their own opinion, to have been on good terms with teachers and parents. In grade 3, on the other hand, a larger percentage of girls than boys displayed negative attitudes in that they tended more often to have found everything connected with school to be futile, to have been unable to do anything which put them into a good mood and afforded general satisfaction, and to have failed to enjoy sufficiently rewarding leisure.

Summing up, the girls enjoyed school at least as much as the boys, although they tended more often to find school hard work and not always meaningful. Both girls and boys in grade 3 tend more often than their female and male counterparts respectively in grade 2 to feel that school is hard work and that they work hard and exert themselves a great deal. The students in grade 3 also tended more often to state that they would have chosen the same line of studies if they had their time over again, and that life had given them a fair deal. These findings suggest that the grade 3 students' wishes have to a greater extent come true. Moreover, the percentage of boys who stated that they had enjoyed their schooling was greater in grade 3 than in grade 2.

Ekehammar, Hök and Sjöström (1976) have reported experiences of educational activities seven years after elementary school among those pupils who at that time did not intend pursuing any further studies. Nearly two-thirds of the group had a retrospective experience of having enjoyed their schooling. The great majority also said that they were happy with things as they now were, and two out of every three felt that they were to a great extent able to shape and influence their own future.

In the study made by Bergman et al (1973) of the situation two years after upper secondary school, it was found that the majority (73 per cent) of those who had taken three and four-year lines of upper secondary school felt that they had made the right choice. Only 1 per cent of the respondents felt that they had followed the wrong line of upper secondary school, because they had not gained admission to their lines of first preference. The majority of the respondents felt that the information they had received at upper secondary school concerning careers and education opportunities had been partially or entirely inadequate. The majority (between 62 and 78 per cent) felt that they had acquired perfectly adequate or more or less adequate knowledge and/or skill as regards working independently, co-operating with others, and thinking critically, and also in Swedish, civics, mathematics and English.

Most of the respondents in all educational fields were also satisfied with their choice of post-secondary study route and were enjoying their studies. Those attending non-traditional higher education establishments were the most satisfied of all.

In the same questionnaire the respondents were asked whether they thought that the information supplied at school concerning careers and education opportunities was sufficient, to what extent they thought school had achieved certain general targets (e g imparting a capacity for co-operation and critical thinking), and whether they thought that they had acquired sufficient knowledge (Bergman & Dunér 1975 b). The importance of various individual factors in determining a person's experience of what he or she had got out of school was investigated by means of extreme group design and regression analysis. As was expected, the respondents with firm educational and vocational plans tended more often than others to say that they had received sufficient information at school concerning careers and education opportunities. Those who were studying two years after leaving upper secondary school were consistently less satisfied with what they had got out of their schooling than those who were employed.

Wändahl's study during the main group's final term of upper secondary school also raises the question of information. Dissatisfaction with the information received is a manifestation of a perceived need of more help in matters concerning educational and vocational choice. The survey findings indicate that counselling of the type provided by educational and vocational advisers and ability testing does actually

have a certain effect. A comparison of pupils receiving and not receiving this type of counselling suggests as much. Moreover, there was a greater amount of dissatisfaction with school vocational guidance in 1971. One is tempted to relate this improvement to the establishment of educational and vocational counselling (SYO) appointments in the early 1970s. The greatest amount of dissatisfaction relates to the information received concerning working conditions in different occupations. Counselling alone is presumably an insufficient means of conveying this important type of information, and students must instead be given the opportunity of wider contacts with working life during their school career.

Mechanisms governing educational and vocational decisions

In a society with a rapidly changing education system, it is important to follow up continuously the traditional line of research into educational and vocational decision-making, namely that concerning the influence of different factors on the individual person's planning of his or her career. These studies have been undertaken within a frame of reference constructed in 1968 and developed subsequently (Magnusson, and Dunér 1968, Dunér 1972, Dunér 1978). The model presupposes a wide variety of influential factors: psychological, macro- to microsocial, pedagogical, economic, physiological and so on. It also presupposes that choices are made in a process of interaction between the individual and his surroundings but that the individual person's perception of this is in the focus of events.

In connection with the analyses of material from the final grades of upper secondary school concerning the main group, Ekehammar (1976 a) designed a psychological cost-benefit model of post-secondary educational and vocational decisions. Among other things the report contains

a) an integrated survey of literature consulted on the subject of mechanisms governing higher studies,

b) work aimed at developing a psychological cost-benefit model of educational and vocational decision-making, and

c) an empirical assessment of this model, based on data from the main group in grade 3 of upper secondary school.

The report describes the development of a theoretical model and an empirical assessment. In the theoretical part, emphasis was laid among other things on the use of cost-benefit analysis based on the human capital approach, education here being regarded as investment in human capital. Cost-benefit analysis was then discussed as a model of the individual person's educational and vocational choices. The traditional, purely economic model was analysed and criticized. A psychological-economic alternative was proposed. As a third step, a purely psychological cost-benefit model was outlined. This model was tested in the empirical part of the study, in which a psychological cost , benefit and profit scale with regard to further studies was constructed on the basis of individual questionnaire data from about 400 students in grade 3 of upper secondary school. The main analyses showed the following.

1 There was a clear positive connection between psychological benefit-profit concerning further studies and the level of post-secondary educational aspirations, and this was regarded as a conceptual validation of the psychological components.

2 Groups with different types of post-secondary preference exhibited pronounced differences concerning psychological cost-benefit-profit, and used as a forecasting instrument the psychological model displayed a high predictive capacity concerning post-secondary decisions. Further analyses showed, moreover, that psychological cost and benefit were intelligibly related to other aspects of the individual person's educational and vocational decisions. These tendencies were consistently clearer among boys than among girls.

The model and empirical tests have also been reported in other publications (Ekehammar 1977 a and b, 1978).

Perception and evaluation of occupations and working life

One of the central concerns of the project model of educational and vocational decision-making is with the individual person's perception of the world around him, not least as regards working life and various occupations.

A method of studying vocational perception was developed by Dunér (1972) and tested on young persons from the senior level of elementary school. Kvist and Söderlund (1978) replicated this study on a

corresponding group in Örebro schools, in order to see whether young persons of the same age had acquired different vocational perceptions after a decade of extensive changes in the education sector, not least in terms of attitudes. They found that the changes which had occurred were small ones but that they pointed towards a reduced difference in perception of various occupations.

Hjortzberg-Nordlund and Ekehammar (1976) compared the above mentioned method, which is based on a semantic differential technique, with another method based on similarity ratings of paired occupations. Nine occupational titles were assessed in both ways by a group of young persons in Örebro. The results obtained by the two methods were to all intents and purposes identical. For example, the dimensionality was the same, and the dimensions were congruent in terms of psychological content.

Data concerning perception of the surrounding world provide one of the important points of departure for comparisons with the situation of young persons in adulthood which are to be undertaken in order to tackle the most interesting point of inquiry in the project, namely the changes undergone by the individual as a result of various educational and vocational experiences. Another point of departure worth mentioning is data concerning ambitions in life or overriding values, obtained by means of a life values' questionnaire while the subjects were in grade 2 of upper secondary school (Wedberg-Backlund 1976).

Creativity and educational choice

During an initial phase of the project, between 1970 and 1972, the focus of inquiries was on the role of creativity in the choice of higher education. One important question concerned the extent to which persons with creative ability are encouraged and induced to develop in accordance with their potentialities and are able to express their aptitudes in their education and vocational activity. The pilot group, which left the third grade of upper secondary school in 1971, was used in order to study this aspect. Planning work, the theoretical background and the data collection procedure applied in grade 3 (and in grade 4 of the technical line of upper secondary school) were described by Elg (1972 a), who also presented descriptive findings from these investigations (Elg 1972 b).

The creativity problem was studied more closely by Hirsch (1974), who analysed the connections between creativity and educational and vocational choice, partly in terms of the way in which the respondents viewed their situation at the end of their upper

secondary school career, and also in terms of the development which their educational situation had undergone two years after upper secondary school. The findings do not indicate very great differences between groups at different creativity levels. Highly creative persons have a higher level of aspiration, but it is not possible to discern a tendency on their part to opt for jobs making particularly heavy demands on creativity.

ACTIVITIES PLANNED

Pilot studies

A pilot study has been planned and will be starting shortly. Its purpose will be to investigate more closely the central points of inquiry in this project concerning quality of life and perception of the surrounding world. The study will be performed on the pilot group, which comprises all the students who took three-year lines and left school in 1971. This study will be a preparation for follow-up studies of the main group.

The current addresses of all individuals in the group are now available. The investigation will be based on the general distinction made in the project between external and internal adjustment. The concept of external adjustment touches on such topical terms as level of life and welfare. Internal adjustment is concerned with such concepts as quality of life and happiness. The previous theoretical frame of reference for the project has been used for an application of Allardt's model (1975) in the construction of instruments.

Follow-up during adulthood

THe aim of the project, to study individual development apd adjustment from school age to adulthood and in doing so to elucidate the effect of different education routes on the life situation of the individual and on his view of the surrounding world, implies that criteria exist during adulthood and, accordingly, that data will be collected then. Several of the problems presented here have so far been possible to investigate only to a limited degree. But it will not be possible to derive the full benefit from the material collected and investigate the points of inquiry really efficiently until data are available from adulthood.

In 1980 the members of the main group will be about 25 years old. Most of them will by then have completed their initial education and become established in the labour market. This is the juncture at

which we plan to carry out our investigations of the life situation of this group and of its members' views of the world around them. These investigations will be conducted in three stages.

1 A register inquiry can serve to chart the position of this generation in important fields while at the same time furnishing documentation for further detailed planning.

2 A total group investigation using a questionnaire method can provide a clearer picture of the situation of the group and tie in with points which were correspondingly investigated while the group was at school.

3 Intensive studies of special groups chosen according to the questions to be investigated. Interviews of minor groups can shed greater light on current problems than is possible with other techniques.

These investigations will be planned in such a way that a number of questions can be studied as efficiently as possible by utilizing various opportunities of co-ordination.

Anders Dunér

1979-03-01

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